

Capitalism in America
HIST 280G
CRN 28556

Lectures: 10:50am - 11:50am MW, Admissions Center (AM) 189
Discussion Sections on Fridays

Note: This syllabus is subject to change, with notification.
The most up-to-date edition will always be posted on the course Blackboard site.

Course Instructor: **Dr. Dael A. Norwood**
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Office Hours:
Tues. 10am-11:30am, Weds. 2:30-4pm, & by appointment

Teaching Assistants: **Mr. Stephen Sutherland**
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Office Hours: Mondays and Wednesdays, 2:00-3:30pm, & by appointment.

Mr. Jason Tercha
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Office Hours: Mondays 1:00-3:00pm, Wednesdays 2:30-4:00pm, & by appointment.

Discussion Sections:

A01	F	10:50 am-11:50 am	SW 315	Mr. Sutherland
A02	F	10:50 am-11:50 am	AB 125	Mr. Tercha
A03	F	12:00 pm-01:00 pm	SW 313	Mr. Sutherland
A04	F	12:00 pm-01:00 pm	FA 344	Mr. Tercha

Course Description:

America and capitalism grew up together. This course offers a broad overview of that mutual development and transformation, charting the history of American capitalism from its origins in the colonial outposts of the early Atlantic world to today's precarious position as a leading power in the global economy. This course starts from the premise that capitalism is more than merely an economic system rooted in wage labor, private property and market exchanges; our concern will be with these, but also in understanding how the varied values, institutions, and practices that have made up capitalist systems in the US have been created and contested within American political and social life across four centuries – and how that history shapes our present. Topics range from the consequences of Native-American exchanges to the economic motives of the Civil War; from the impact of capitalism on gender relations and family life to the effects of repeated boom and bust cycles on forms of businesses; and from the position of the United States economy in the world economy to the role of government in shaping economic development. This course will put particular emphasis on the global context of American economic development. No prior course work in economics is either required or assumed.

Required Readings:

We have one required book for this course, available for rental or purchase at the Campus Bookstore in the University Union.

- James Fulcher, *Capitalism: A Very Short Introduction* (Oxford; New York: Oxford University Press, 2004).

Like all history courses, this class requires a significant amount of writing. For that reason, I recommend that you arm yourself with a quality guide to scholarly writing. The following guide is available as a “recommended” text at the Campus Bookstore:

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 8th edition (New York: Bedford/St. Martin's, 2015).

The bulk of course material will consist of shorter texts: scholarly articles and chapters, as well as primary sources. **These readings will be made available on the course Blackboard, under the “Course Readings” link, listed by the week to which they pertain.** Please check Blackboard frequently for updates.

If you have any trouble obtaining course texts in a timely matter – on Blackboard or at the bookstore – please let me know as soon as possible, and I will do what I can to assist you.

Course Requirements

Our meetings will combine lectures with class discussions of common readings. Your attendance and active participation in discussions will make up a significant component of your grade. In addition to regular attendance at lectures, diligent reading of course texts, and active participation in class discussions, you will prepare **brief response papers in preparation for discussion section each week**, as well as write **three short papers over the course of the semester** (see below for paper deadlines; further details on each paper will be forthcoming). The course will conclude with a **comprehensive and cumulative final exam**; exam questions will be announced in advance.

A note about absences: You have two (2) “free” unexcused absences for the semester. For each subsequent class that you miss without a documented excuse, you will lose one (1) point off your total grade. Absences will only be excused for religious observance (must receive pre-approval) or documented medical reasons, as per Binghamton University policy.

Learning Outcomes

Workload Expectations

This history course is a 4-credit course, which means that in addition to the scheduled meeting times, students are expected to do *at least* 9.5 hours of course-related work outside of class each week during the semester. This includes time spent completing assigned readings, participating in discussion sessions, studying for tests and examinations, preparing written assignments, and other course-related tasks.

History Learning Outcomes

1. Learn to read primary and secondary sources with a critical eye and express these ideas in effective papers; to analyze a variety of different types of written texts (or in some cases material evidence or oral accounts) and identify how each of them is shaped by author, audience, and the context in which they were constructed.
2. Develop the ability to communicate effectively in writing in a manner that is coherent, well-developed, and expressive of complex thought.
3. Improve the ability to think critically and to argue effectively.
4. Learn about the interactions between different groups within a single society and how these relationships have affected the development of respective regions, ethnicities or identities.
5. Improve the ability to recognize and develop connections between historical issues and life outside the classroom.
6. Enhance the ability to examine current issues from a historical perspective.

Pluralism in the United States (P)

Students in all Pluralism in the US courses (P) will demonstrate an understanding of:

1. United States society from the perspective of three or more groups that constitute that society, including at least three of the following groups: African Americans, Asian Americans, European Americans, Latino Americans, and Native Americans.
2. How these groups have affected and been affected by basic institutions of American society, such as commerce, family, legal and political structures, or religion.

Social Science Gen-Ed Learning Outcomes (N)

Students in Social Science (N) courses will demonstrate:

- Knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology.
- An understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks.

Harpur Writing (W) Learning Outcomes

Writing (W) courses are specific to Harpur College and require a minimum of 10 pages of writing. Writing courses provide considerable experience in and feedback on writing as a tool of college-level teaching and learning. Written assignments in W courses constitute 30 to 100 percent of the basis for the grade in the course.

Course Policies

Course Website & E-mail

A course website will be maintained on Blackboard. Check it regularly for course materials (teaching staff contact information, readings assignments, paper details), and other announcements. I also communicate regularly via email, so make sure you regularly check your Binghamton University e-mail account.

Tardiness & Attendance

We're all adults. Let's be here on time, every time, for every meeting - lectures and discussions. If you must be late, don't disrupt your fellow students with your entrance; if you do, you will be asked to leave, and it will count as an absence. Excessive tardiness will also count as an absence.

You have two (2) “free” unexcused absences for the semester. For each subsequent class that you miss without a documented excuse, you will lose one (1) point off your total grade. Absences will only be excused for religious observance (must receive pre-approval) or documented medical reasons, as per Binghamton University policy.

Lecture attendance will be spot-checked several times during the semester; roll will be taken at every discussion section.

Late Work

Late written work is not encouraged, but will be accepted for papers (NOT for homework assignments). However, you will lose a half a letter grade for every day that a paper is late (e.g. an A will become an A-, a B+ a B, etc.). That said, **it is far, far better to turn in a late paper** than to plagiarize in order to get a paper in on time.

Regrade Policy

We take our responsibility to make sure that students understand fully the assignments and grading procedures very seriously. If you feel that your assignment (paper or exam) was not given an adequate grade, you may request a regrade.

The first step in doing so is to write up a one-paragraph formal request for a regrade, and make an appointment to meet with your TA. In your request, briefly spell out your reasons and make an argument for reconsideration. (Saying that you put in tremendous effort on a particular assignment is *not* an argument; we already assume that you worked hard – this is Binghamton University after all!). At that appointment, you will go over the assignment and your TA's written comments. If, in the course of discussion, it becomes clear that some items should have been given more credit, your TA may raise the grade. There is no risk that your grade will be lowered

However, if the issue remains unresolved after meeting with your TA, you may make an appointment to see me within one week of the assignment's return; in your e-mail, forward me a copy of your original regrade request. I will regrade the entire assignment according to the appropriate grading rubric, and assign a new grade. Your new grade could be higher, or it could be lower: either way, once you submit your new copy to me, you cannot ask for your original grade back.

Academic Honesty and Integrity

Compromising your academic integrity will lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or expulsion from the university.

Academic misconduct of any sort—cheating, plagiarism, etc.—will be reported to Harpur College’s Committee on Academic Honesty. For more information, please review the Student Academic Honesty Code: http://www.binghamton.edu:8080/exist/rest/bulletin/2015-2016/xq/2_academic_policies_and_procedures_all_students.xq?_xsl=/bulletin/2015-2016/xsl/MasterCompose.xsl#d330e63

Acknowledgment of Original Work (aka HOW TO AVOID PLAGIARISM)

All scholars respond to and build on the ideas of others, but it is critical to indicate where your ideas end and another scholar’s begin. In all written work, you must properly cite (quote and footnote) your sources to distinguish your original ideas from facts and ideas taken from other sources. Failing to do so constitutes plagiarism, a serious violation of the Honesty Code.

The Writing Center can help you with learning how to cite and acknowledge others’ work: <http://www.binghamton.edu/writing/writing-center/index.html>. The BU Library website has an excellent site with helpful tools and guidelines for citation and plagiarism, too: <http://libraryguides.binghamton.edu/honesty>. In assignments for this class we will use the Chicago Manual of Style citation format, the standard for historical scholarship. For an overview, see the CMOS Quick Citation Guide: http://www.chicagomanualofstyle.org/tools_citationguide.html.

Acknowledgment of Feedback and Support

Scholars acknowledge not only their written sources, but also those individuals and groups who have helped them work through their ideas. In keeping with common scholarly practice, I encourage you to express your indebtedness in a brief acknowledgments section or footnote to anyone who gave you feedback on written work or contributed to your thinking on the topic—e.g. classmates, roommates, tutors, or relatives. Exceptions are the instructors of this course.

Disability Accommodations

Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify me as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. Their website (<http://www.binghamton.edu/ssd/>) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

Generally speaking

If you have any individual concerns or issues that need to be discussed, please contact me or speak to your TA. It is always better to chat sooner rather than later about any potential problems.

Likewise, if you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek out support as soon as possible. I am available to talk with you about stresses related to your work in this class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. University Police: On campus emergency, 911
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

Recommended Resources

Binghamton University Libraries

<http://www.binghamton.edu/libraries/>

Binghamton University Library: Citation Help and Academic Honesty

<http://libraryguides.binghamton.edu/citation/honesty>

Harpur College: Academic Honesty

<https://www.binghamton.edu/harpur/students/academichonesty.html>

Services for Students with Disabilities

www.binghamton.edu/ssd

Center for Learning & Teaching (tutors available)

<http://www.binghamton.edu/clt/>

Writing Center (tutors available)

<http://www.binghamton.edu/writing/writing-center/>

Assignments & Assessments

Grading Scale:

A	100-93.00
A-	92.99-90.0
B+	89.99-87.0
B	86.99-83.0
B-	82.99-80.0
C+	79.99-77.0
C	76.99-73.0
C-	72.99-70.0
D	69.99-60.0
F	59.99-below

Grading Breakdown:

Participation			20%
Weekly Written Homework			15%
Written Assignments			45%
Paper #1:	Pre-writing	2%	
	Final Paper	8%	
Paper #2:	Pre-writing	2%	
	Final Paper	13%	
Paper #3:	Pre-writing	2%	
	Final Paper	18%	
Final Exam			20%
	Total		100%

Weekly Response Homework (15%)

On weeks without any university-sanctioned holidays or other interruptions, you are responsible for drafting a 200-250-word response to that week's prompt about the readings. Your response should be submitted in hard-copy at the beginning of your Friday discussion section.

The weekly homework prompt will be provided at the end of lecture on Wednesdays, and posted on Blackboard afterwards. Weeks without homework responses expected are indicated on the Course Calendar (below).

Your response to the week's questions should always embrace both the primary and the secondary sources assigned for that week. **Responses will not be assessed a grade individually; however, any response that fails to adequately address the week's question, or is simply missed, will deduct one percentage point (1%) from your overall course grade.**

The goal of these assignments is to provide you with an opportunity to work out some of your thoughts about the readings before our discussions, and thereby deepen and improve those meetings.

Participation (20%)

Productive debates about history are impossible without a dependably shared body of knowledge, common engagement with the material, and mutual respect. You should come to each lecture and each discussion section with the reading completed, and prepared to actively engage in the conversation.

If you find speaking in a class setting difficult, arrange to speak with me about this in private.

Rubric for Participation

A range - Always in class, always prepared, always *actively* engaged in discussion

B range - Always in class, usually prepared and usually engaged in discussion **or** usually in class but when there, always prepared and always actively engaged in discussion

C range - Usually in class, seldom prepared and not especially engaged in discussion **or** seldom in class but when there, always prepared and always actively engaged in discussion

D - Almost never in class, but when there, at least somewhat prepared or somewhat engaged in discussion

F - Almost never in class, and when there, not prepared or engaged in discussion

Written Assignments (45%)

Paper #1: Close Reading of Two Political Economists on the Discovery & Colonization of America (10%)

750-1000 words (3-4 pp.)

Due: Pre-writing *in class* on Wednesday, September 14, 2016 (2%)
Final paper *on Blackboard* by 5pm on Saturday, September 24, 2016 (8%)

Paper #2: Contextualizing Credit and Failure in Antebellum America (15%)

1000-1,250 words (4-5 pp.)

Due: Pre-writing *in class* on Wednesday, October 19, 2016 (2%)
Final paper *on Blackboard* by 5pm on Saturday, October 29, 2016 (13%)

Paper #3: Assessing Welfare Capitalism at the Endicott Johnson Corporation (20%)

1000-1,250 words (4-5 pp.)

Due: Pre-writing *in section* on Friday, November 18, 2016 (2%)
Final paper *on Blackboard* by 5pm on Saturday, December 3, 2016 (18%)

General Guidelines for written work

- Use a reasonable font, and double-space your writing. Paper length requirements in this class are denoted primarily in word counts; margins & etc. are up to you. But be kind to tired historians' eyes. Times New Roman would be lovely; Comic Sans is a *casus belli*.
- Always title your paper, and include your name at the top of the first sheet. Please include page numbers.
- Format your citations according to Chicago Manual of Style citation format. For an overview, see the CMOS Quick Citation Guide: http://www.chicagomanualofstyle.org/tools_citationguide.html; the references to readings in the Course Calendar, below, are also in Chicago Style – feel free to use this syllabus as an example of proper citation form.
- Proofread your writing for typographical, grammatical, and punctuation errors. If your papers are consistently riddled with such errors, they will affect your grade.
- Submission: Unless stated otherwise, all written work must be word-processed, and submitted electronically via the Blackboard course site.
- Late or Missing Work: Late work will be penalized: you will lose a letter grade for every two days an assignment is late. **HOWEVER, it is far, far better to turn in a late paper** than to plagiarize in order to get a paper in on time.

Final Exam (20%)

The final exam will be cumulative and comprehensive. A study guide, including a list of potential questions, will be distributed in advance. The exam date will be as set by the University.

Course Calendar

Lecture topics and readings are subject to change, with notice. The readings are best read in the order that they appear on the schedule. Except for Fulcher's book, the readings are (or will be) available on the course Blackboard site.

Week 0 Aug-26 F Discussion Section

Week 1 Aug-29 M Introductions

Aug-31 W Capitalism and America: Origin Stories

Sep-2 F Discussion Section

Reading

- James Fulcher, *Capitalism: A Very Short Introduction* (Oxford ; New York: Oxford University Press, 2004), 1-37.
- Adam Smith & Karl Marx Packet.

Week 2 Sep-5 M [No Class - Happy Labor Day]

Sep-7 W Making Atlantic Commodities: Land, Slaves, Sugar

Sep-9 F Discussion Section

Reading

- Sidney W. Mintz, "Production," in *Sweetness and Power: The Place of Sugar in Modern History* (New York: Viking, 1985), 19–73.
- Richard Ligon, *A True & Exact History of the Island of Barbados*, History of the Island of Barbados (London: Printed for Humphrey Moseley ..., 1657), excerpts.

Week 3 Sep-12 M The Imperial Atlantic Economy

Sep-14 W The Commercial Roots of Revolution / Writing Workshop

Sep-16 F Discussion Section

Reading

- Peter Andreas, "The Smuggling Road to Revolution," in *Smuggler Nation: How Illicit Trade Made America* (New York: Oxford University Press, 2013), 29–44.
- Serena R. Zabin, "The Informal Economy," in *Dangerous Economies: Status and Commerce in Imperial New York*, Early American Studies (Philadelphia: University of Pennsylvania Press, 2009), 57–80.
- Benjamin Franklin, *The Examination of Doctor Benjamin Franklin Relative to the Repeal of the American Stamp Act* (1767), excerpts.
- Selected advertisements from colonial American newspapers, from Carl Robert Keys, *The Adverts 250 Project*, <https://adverts250project.org/>
 - September 8: <https://adverts250project.org/2016/09/08/september-8/>
 - August 30: <https://adverts250project.org/2016/08/30/august-30/>
 - August 25: <https://adverts250project.org/2016/08/25/august-25/>
 - August 15: <https://adverts250project.org/2016/08/15/august-15/>

Week 4 *Sep-19 M* Post-Colonial American Political Economy
Sep-21 W The New Federal Constitutional Order
Sep-23 F Discussion Section

Reading

- Richard Eugene Sylla, “Financial Foundations: Public Credit, the National Bank, and Securities Markets,” in *Founding Choices: American Economic Policy in the 1790s*, ed. Douglas A. Irwin and Richard Eugene Sylla, A National Bureau of Economic Research Conference Report (Chicago, IL: University of Chicago Press, 2011), 59-88.
- Woody Holton, *Unruly Americans and the Origins of the Constitution*, 1st ed. (New York: Hill and Wang, 2007), 1-17.
- Alexander Hamilton, “First Report on the Public Credit” (1790) , “Report on a National Bank” (1790), and “Report on Manufactures” (1791), excerpts, in Louis Hyman and Edward E. Baptist, *American Capitalism: A Reader* (Simon & Schuster, 2014).

Week 5 *Sep-26 M* Markets in Motion: Cotton & Slavery
Sep-28 W Markets in Motion: The Industrializing North
Sep-30 F Discussion Section

Reading

- Sven Beckert, “Slavery Takes Command,” in *Empire of Cotton: A Global History* (New York: Knopf, 2014), 98–135.
- John Lauritz Larson, “Marvelous Improvements Everywhere,” in *The Market Revolution in America: Liberty, Ambition, and the Eclipse of the Common Good* (New York: Cambridge University Press, 2009), 46–92.
- Sean Wilentz, “The Bastardization of Craft,” in *The Industrial Revolution in America*, ed. Gary John Kornblith (Boston, MA: Houghton Mifflin, 1998), 79–87.
- Charles Ball, *Slavery in the United States*, excerpts in Hyman and Baptist, *American Capitalism: A Reader* (2014)
- “The Rise of Northern Capitalism,” in Sean Wilentz and Jonathan Earle, eds., *Major Problems in the Early Republic, 1787-1848: Documents and Essays*, 2nd ed, Major Problems in American History Series (Boston: Houghton Mifflin, 2008).

Week 6 *Oct-3 M* [No Class - Rosh Hashanah]
Oct-5 W Money, capital, and credit in antebellum America
Oct-7 F Discussion Section

Reading

- Edward J. Balleisen, “Perils of the Credit System,” in *Navigating Failure: Bankruptcy and Commercial Society in Antebellum America* (The University of North Carolina Press, 2001), 25–48.
- Sean Trainor, “The Long, Twisted History of Your Credit Score,” *Time*, July 16, 2015
- Asa Greene, *The Perils of Pearl Street: Including a Taste of the Dangers of Wall Street* (New-York: Betts & Anstice, and Peter Hill, 1834), selections.

No weekly response due

Week 7 Oct-10 M PANICS!
Oct-12 W [No Class - Yom Kippur]
Oct-14 F Discussion Section

Reading

- Jessica M. Lepler, *The Many Panics of 1837: People, Politics, and the Creation of a Transatlantic Financial Crisis* (New York: Cambridge University Press, 2013) 67–93, 235-254.
- T. S. Arthur, “Is She Rich?,” *Godey’s Lady’s Book, and Ladies’ American Magazine* 25 (July 1842), 2-6.
- Lydia Maria Child, *The American Frugal Housewife* (New York: Samuel S. & William Wood, 1838), excerpts.

Week 8 Oct-17 M Race, Gender, and Work in Antebellum America
Oct-19 W Was the Civil War a Crisis of Capitalism?
Oct-21 F Discussion Section

Reading

- Seth Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore*, (Baltimore, MD: The Johns Hopkins University Press, 2008), 45-76, 100-131
- Frederick Douglass, *My Bondage and My Freedom* (New York: Miller, Orton & Mulligan, 1855), 304-356.
- Karl Marx, *Dispatches for the New York Tribune: Selected Journalism of Karl Marx* (New York: Penguin Classics, 2008), 266-276, 280-291

Week 9 Oct-24 M Origins & Uses of Corporations in America
Oct-26 W Railroads: Transforming Space, Time, and Nature
Oct-28 F Discussion Section

Reading

- Richard White, *Railroaded: The Transcontinentals and the Making of Modern America* (New York: W.W. Norton, 2011), 230-269
- William Cronon, “Railroads and the Reorganization of Nature and Time,” in *The Industrial Revolution in America*, ed. Gary John Kornblith, Problems in American Civilization (Boston, MA: Houghton Mifflin, 1998).
- "Management of Corporations," *New York Times*, March 23, 1859.
- Documents on Railroads

Week 10 Oct-31 M The Rise of Big Business
Nov-2 W The Labor Question
Nov-4 F Discussion Section

Reading

- Alfred D. Chandler, “The Coming of Mass Production and Modern Management,” in *The Industrial Revolution in America*, ed. Gary John Kornblith, Problems in American Civilization (Boston, MA: Houghton Mifflin, 1998),
- Leon Fink, “Great Strikes Revisited,” in *The Long Gilded Age: American Capitalism and the Lessons of a New World Order*, 1st ed., American Business, Politics, and Society (Philadelphia: University of Pennsylvania Press, 2015), 34–62.
- William C. Oates, George Ticknor Curtis, and T. V. Powderly, “The Homestead Strike,” *The North American Review* 155, no. 430 (1892): 355–75.

Week 11 Nov-7 M Global American Capitalism
Nov-9 W Making America Global
Nov-11 F Discussion Section

Reading

- Mona Domosh, “The Geographies of Commercial Empire,” in *American Commodities in an Age of Empire* (New York: Routledge, 2006), 21–54.
- Peter Andreas, “Tariff Evaders and Enforcers,” in *Smuggler Nation: How Illicit Trade Made America* (New York: Oxford University Press, 2013), 177–90.
- Trade Cards, Singer Manufacturing Company, 1892
- W.W.R., “Women as Inspectors,” *Washington Post*, November 4, 1888.
- “Smuggling in the United States: Its Extent, Its Perils, and Its Penalties,” *Frank Leslie’s Popular Monthly*, July 1878.

Week 12 Nov-14 M Welfare Capitalism
Nov-16 W Consumer Credit
Nov-18 F Discussion Section

Reading

- Gerald Zahavi, “Negotiated Loyalty: Welfare Capitalism and the Shoeworkers of Endicott Johnson, 1920-1940,” *The Journal of American History* 70, no. 3 (1983): 602–20.
- Louis Hyman, “Everyone Paid Cash for the Model T,” in *Borrow: The American Way of Debt* (New York: Vintage, 2012), 41–59.
- Endicott Johnson Primary Source Packet
E-J Workers Review (November 1920)
Ida M. Tarbell, “A Happy Family, 13,000 Strong,” in Binghamton Chamber of Commerce, *The Valley of Opportunity: Year Book, 1920* (Binghamton, N.Y. : Charles W. Baldwin, Ed. and Pub., 1920), 72-77
William Chenery, “An Open Shop with the Labor Unions Still Friendly,” *New York Times*, November 9, 1919.
The Shoe Workers’ Journal, excerpts, 1916-1920
An E.-J. Workers First Lesson in the Square Deal (1922)

No weekly response due (only prewriting P3)

Week 13 Nov-21 M The Great Depression
Nov-23 W Black Friday as a Historical Problem (optional session)
Nov-25 F [No Class - Happy Thanksgiving!]

Reading

- Joseph E. Stiglitz and Linda J. Bilmes, “The Book of Jobs,” *Vanity Fair*, January 2012, <http://www.vanityfair.com/news/2012/01/stiglitz-depression-201201>
- Franklin D. Roosevelt, “Fireside Chat 6: On Government and Capitalism,” September 30, 1934, <http://millercenter.org/president/fdroosevelt/speeches/speech-3303>
- “A Wall Street Broker Remembers 1929,” and “American Liberty League Vigorously Opposes the New Deal, 1936” in Regina Lee Blaszczyk and Philip B. Scranton, eds., *Major Problems in American Business History: Documents and Essays* (Boston, MA: Cengage Learning, 2005).

No weekly response due

Week 14 Nov-28 M The Anthropology of Central Banking
(Guest Lecture: Prof. Doug R. Holmes)
Nov-30 W Sources of Postwar Prosperity – and Instability
Dec-2 F Discussion Section

Reading

- Louis Hyman, “Rethinking the Postwar Corporation: Management, Monopolies, and Markets” in Hyman & Baptist, *American Capitalism: A Reader* (2014).
- Marc Levinson, “Container Shipping and the Decline of New York, 1955-1975,” *The Business History Review* 80, no. 1 (2006): 49–80.
- Douglas R. Holmes, “Central Bank Capitalism: Visible Hands, Audible Voices,” *Anthropology Today* 32, no. 6 (October 2016): 1–5.
- Milton Friedman, “A Friedman Doctrine: The Social Responsibility of Business Is to Increase Its Profits,” *The New York Times*, September 13, 1970

Week 15 Dec-5 M A New Era for Capitalism? The Post-2008 World
Dec-7 W Capitalisms & Conclusions
Dec-8 Th Study Session for Final Exam

Reading

- Daromir Rudnykyj, “Regimes of Self-Improvement: Globalization and the Will to Work,” *Social Text* 32, no. 3 (Winter 2014): 109–28.

No weekly response due

Week 16 Final Exam – Dec-15 – 12:50pm-2:50pm – LH 009

Acknowledgments

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